

2016 Tennessee Educator Survey Pre-K Teacher Module

The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey¹. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches

1. Early Career
2. High School
3. IPI School

Administrator Branches

1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. The Pre-K Teacher Module follows this introduction. Teacher and administrator modules include the following.

Teacher Modules

1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches

1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.



¹ Questions on the Tennessee Educator Survey were derived from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

Tennessee Educator Survey: Teacher Survey Modules

Teacher Module Z: Pre-K

1. Please indicate the percentage of time during a typical week that students in your classroom engage with activities that develop the following social-emotional competencies (Percentages do not need to add up to 100. Please consider each survey question and item separately).

	5% or Less	6% - 10%	11% - 20%	21% - 50%	More than 50%
Students build on each other's ideas to extend group discussions.	1	2	3	4	5
Students initiate play (parallel play, cooperative play, sociodramatic play, etc.) and interact positively with other children.	1	2	3	4	5
Students communicate their interests and ideas with each other during play.	1	2	3	4	5
Students ask each other questions that expand their understanding of concepts.	1	2	3	4	5
Students rely on each other to solve problems rather than turn to a teacher.	1	2	3	4	5

2. Please indicate the percentage of time during a typical week that students in your classroom engage with activities that develop the following academic competencies (Percentages do not need to add up to 100. Please consider each survey question and item separately).

	5% or Less	6% - 10%	11% - 20%	21% - 50%	More than 50%
Writing a string of letters that make a word.	1	2	3	4	5
Exploring and identifying similarities between books on the same topic.	1	2	3	4	5
Recalling important facts to retell a familiar story in sequence.	1	2	3	4	5
Verbally counting forward in sequence from 1-30.	1	2	3	4	5
Activities that require identification, understanding the relative placement, or explorations of the dimensions of shapes and objects.	1	2	3	4	5

Participating in dramatic play activities (teacher guided) to represent fantasy and real life experiences.	1	2	3	4	5
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3. Please indicate the percentage of time during a typical week that students in your classroom engage with activities that develop the following cognitive competencies (Percentages do not need to add up to 100. Please consider each survey question and item separately).

	5% or Less	6% - 10%	11% - 20%	21% - 50%	More than 50%
Making predictions about what will happen during an upcoming exploration or experiment.	1	2	3	4	5
Exploring how objects work (e.g., a mechanical toy, the light switch).	1	2	3	4	5
Making explicit observations about objects and events around them (e.g., how things move, things that connect to other experiences in their lives, patterns, etc.).	1	2	3	4	5
Generate solutions for potential problems that might arise.	1	2	3	4	5
Comparing different objects to identify their similarities and differences.	1	2	3	4	5
Explaining how or why something happens, with examples of their thinking.	1	2	3	4	5
Drawing on prior knowledge to figure out a similar situation.	1	2	3	4	5

4. Please indicate the extent to which you agree or disagree with the following statements regarding your classroom.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Time spent in my classroom is appropriately balanced between activities that develop socio-emotional, academic, and cognitive competencies.	1	2	3	4
b. I have an appropriate level of autonomy for organizing how time is spent in my classroom.	1	2	3	4

5. (If 4a=1 or 2) Please identify any barriers or obstacles to achieving a more appropriate balance in your classroom (Open).

6. Please indicate the extent to which you engage in each of the following.

	Not at all	A Little	Somewhat	To a Great Extent
a. I try to understand parents' concerns about their student's experiences	1	2	3	4
b. I collaborate with parents to set goals for their student's learning and development.	1	2	3	4
c. I solicit parents' observations of their student at home to supplement your understanding of their student's development	1	2	3	4

Training & Professional Learning

7. Please indicate the extent to which you feel you need more professional learning, training, mentorship, or other support in each area for which you have received some support. If you have not received any support in a given area, please select Not Applicable (N/A).

	Not At All	A Little	Somewhat	Mostly	Completely	N/A
Tennessee Early Learning Developmental Standards (TNELDS) Early Literacy	1	2	3	4	5	6
Tennessee Early Learning Developmental Standards (TNELDS) Math	1	2	3	4	5	6
Early Childhood Environment Rating Scale (ECERS-R)	1	2	3	4	5	6
Early Language & Literacy Classroom Observation (ELLCO)	1	2	3	4	5	6
Teacher Evaluation Models (Tennessee Educator Acceleration Model (TEAM), Teacher Effectiveness Measure 3.0 (TEM), Teacher Effectiveness Measure 4.0 (TEM)	1	2	3	4	5	6
Teaching Pyramid/ Center for Social Emotional Foundations of Early Learning (CSEFEL)	1	2	3	4	5	6

8. Please indicate the extent to which you feel you need more professional learning, training, mentorship, or other support in each area for which you have received some support. If you have not received any support in a given area, please select Not Applicable (N/A).

	Not At All	A Little	Somewhat	Mostly	Completely	N/A
Early childhood literacy	1	2	3	4	5	6
Instructional strategies and practices (e.g., questioning, wait-time, differentiation)	1	2	3	4	5	6
Literacy instruction (e.g., phonemic awareness, fluency, emergent reading and early literacy skills)	1	2	3	4	5	6
Math instruction in Pre-K (early numeracy, how to embed math during the preschool day, etc.)	1	2	3	4	5	6
Language development (how children acquire language, oral language development, early writing, speaking skills, etc.)	1	2	3	4	5	6
Preparing students for kindergarten	1	2	3	4	5	6
Creating positive classroom environments (e.g., establishing respectful culture and managing student behavior)	1	2	3	4	5	6
Meeting the needs of all learners (e.g., English learners and students with disabilities)	1	2	3	4	5	6
Addressing students' non-academic needs (e.g., socio-emotional development and/or student behavior)	1	2	3	4	5	6
Aligning standards, curriculum, and student learning outcomes	1	2	3	4	5	6
Teacher evaluation	1	2	3	4	5	6
Using technology in the classroom	1	2	3	4	5	6

Curriculum

9. Please indicate the extent to which you agree or disagree with the following statements regarding curriculum.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The primary comprehensive curricula I use is adequate for ensuring my students are kindergarten ready.				
I have received adequate training to effectively deliver the curricula I currently use in my classroom.				

10. In the first column, please indicate which comprehensive curricula (um) you currently use in your classroom. In the second column, please indicate which curricula (um) for which you have received training. Please check all boxes that apply.

	Curricula I Use In My Classroom	Curricula for which I Received Training
Abrams Learning Trends Let's Begin with the Letter People (2009 copyright)		
Core Knowledge Foundation Core Knowledge Preschool		
Creative Center for Childhood Research and Training, Inc. Beyond Centers and Circle Time Curriculum		
Frog Street Press Frog Street Pre-K		
Harcourt Reading, Math, Science and Health		
Houghton Mifflin Pre-K		
High Reach -Curriculum for Pre-K		
High Reach -Passports		
High/Scope Educational Research Foundation High/Scope Preschool		
Houghton-Mifflin Harcourt Splash		
McMillan McGraw Hill- Little Treasures		
Kaplan Early Learning Learn Every Day™: The Preschool Curriculum (2012)		
Pearson Early Learning Opening the World of Learning (OWL)		
Robert-Leslie Publishing InvestiGator Club		

Scholastic Big Day in Pre-K		
Scholastic Early Childhood Program		
Teaching Strategies Creative Curriculum		
Tools of the Mind		
VORT Corporation Hawaii Early Learning Profile (HELP)		
Voyager Sopris Learning We Can Early Learning Curriculum, Second Edition (2014)		
Wright Group DLM Express		
Zaner Bloser Voices Pre-K		
None of the above		